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ABSTRACT

The Developmental Teacher Evaluation Kit (DeTek) and the Texas Teacher Appraisal System (TTAS) are compared in this report. The DeTek model is based on objective analysis, diagnostic procedures to guide inservice planning and professional growth, an ongoing cycle of evaluation and development, and provision of diagnostic instruments. It is limited by the lack of a summative component; a brief, isolated observation time; limited use; and the large investment of time and personnel required. The TTAS, used to determine career ladder placement and contract renewal, is fixed and summative. The DeTek model is based on formative and flexible evaluation, a collaborative effort, and professional growth through humanistic rather than punitive means. The recommendation is made for using a combination of DeTek and TTAS for formative and summative evaluation. One figure is included. Appendices present the DeTek criteria list, the DeTek 10-step process, and a figure of the 10-step sequence. (8 references) (LMI)

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A COMPARISON OF TEACHER APPRAISAL SYSTEMS:

THE DEVELOPMENTAL TEACHER EVALUATION KIT

AND

THE TEXAS TEACHER APPRAISAL SYSTEM

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EDA 381K

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The Developmental Teacher Evaluation Kit

The Developmental Teacher Evaluation Kit (DeTek), written and developed by Ben M. Harris and Jane Hill, represents a major departure from common teacher evaluation processes, providing "formative, diagnostic information for improvement of classroom teaching practices" (Harris and Hill, 1982). Harris and Hill were moved to develop an evaluation process that would avoid some of the pitfalls of traditional teacher evaluation systems such as:

1. Evaluaiton based on subjective judgement.
2. Evaluation associated with punitive measures and the fear of dismissal.
3. Evaluation as an isolated event.
4. Evaluation as something the principal did to a teacher.
5. Evaluation as a game rather than a serious undertaking.

(Harris and Hill, 1982)

DeTek responds to the afore mentioned shortcomings of teacher evaluation in the following manner:

1. DeTek gathers and analyzes objective data.
2. DeTek utilizes diagnostic procedures that guide inservice planning and professional growth.
3. DeTek encourages an ongoing cycle of evaluation and development.
4. DeTek encourages collaboration between teacher and supervisor.
5. DeTek Supplies diagnostic instruments and growth-planning procedures.

(Harris and Hill, 1982)

FIGURE 1: DeTek Solutions to Common Teacher Evaluation Flaws

Common Evaluation Flaws	DeTek Solutions
1. Subjective Judgement	1. Gather and Analyze Objective Data
2. Punitive Measures Fear of Dismissal	2. Diagnostic Procedures Growth Plans
3. Isolated Event	3. Continuing Process
4. Something the Principal did to a Teacher	4. Collaboration and Mutual Trust between Principal and Teacher
5. Evaluation as a "Game"	5. Diagnostic Instruments and Growth-Planning Procedures

Intended Purpose

Clearly, the authors of DeTek intended to produce a teacher evaluation system that would "discard all of the unfortunate features of traditional teacher evaluation systems, while adopting many of the features of both past and present that show the greatest promise." The result, DeTek, is a developmental system based on "sound principles of evaluation while assuring a truly humane process." (Harris and Hill, 1982). DeTek offers an integrated system of instruments and procedures designed for practical application in school settings, toward the improvement of instruction of all teachers. DeTek is intended to be used solely as a developmental evaluation system in guiding the "systematic analysis of teacher performance, to identify specific accomplishments and competencies, and to diagnose specific needs for improvement" (Harris and Hill 1982).

Rationale

Harris and Hill were moved to develop DeTek in response to the following important assumptions regarding teacher performance and evaluation:

(1) That teacher performance is critical to student learning.

(2) That teachers can and should improve their teaching performance and be committed to professional growth.

(3) That consistent patterns of performance of specified teaching behaviors are desirable goals for professional growth.

(4) That while teaching is a complex task, certain behaviors can be defended as constituting an essential core of performances.

(Harris and Hill, 1982)

In keeping with these assumptions, DeTek identifies six performance areas, comprised of three to four specific behaviors equaling a total of twenty-two identified behaviors, each of which is defined by three to seven specific actions called indicators. Throughout the DeTek evaluation procedure teachers and supervisors use the twenty two behaviors for a broad survey of teaching skills, while the 101 indicators are used for a more pointed evaluation of particular teaching behaviors.

Appendix A is an outline of the six performance areas - Businesslike, Friendly, Verbally Interactive, Stimulating, Individual Oriented and Multi-Media Integrative - as well as the behaviors and indicators for each. Selection of performance criteria for DeTek was based on studies of teacher effectiveness and other research pertaining to teaching methodology and instructional design.

Process

The DeTek system is built around a ten-step process that compiles data from three main sources - teacher, supervisor and students - to recognize teaching accomplishments, identify needs, and develop a personalized growth plan for a specific indicator(s). The ten-steps fall into four evaluation phases and are easily performed with the DeTek instruments, which are designed to aid in gathering and organizing data, planning for professional growth, and recognizing accomplishments. Appendix B is an outline of the DeTek ten-step process (Harris and Hill, 1982).

DeTek utilizes a cyclical format (Appendix C) which represents the authors' view of teacher evaluation as a continuous process aimed toward professional growth. One supervisor is sufficient for implementation of the DeTek program.

Program Features

DeTek is a self-contained system in that all materials needed are provided in the kit. The four major components are:

(1) The DeTek Handbook

(2) Reproduction Masters

(3) A Resource File

(4) The Trainer's Manual

The Handbook is an overview of the entire system, the Reproduction Masters include all of the instruments necessary to operate the system, the Resource File is a bank of materials to be used for growth planning, and the Trainer's Manual, a vital component of DeTek for both supervisors and teachers, is a complete guide focused on developing basic observation techniques and familiarizing participants with all of the DeTek materials.

STRENGTHS

The authors of DeTek took great time and care to develop a teacher evaluation system based on sound educational research; the result of their efforts is a system with great promise for improving the quality and nature of teacher evaluation as we know it today. The following is a an overview of the many strengths of DeTek:

Sound Research Base

The DeTek handbook includes a "Behavior Index to Research Sources" which identifies 2 - 11 sources for each of the twenty-two behaviors, for a total of 59 sources supporting DeTek's notion that specific behaviors are indicative of effective teaching performance and verifying the effectiveness of these particular behaviors (Harris and Hill, 1982).

Professionalism

The effort of Harris and Hill to develop an evaluation system that avoided the unfortunate features of traditional evaluation systems resulted in a system based on true professionalism. Three assumptions made by Kenneth Blanchard in Leadership and the One-Minute Manager illustrate this point:

1) **Everyone has some areas of strength,**
2) **Everyone has some areas of weakness, and**
3) **Everyone has the ability to develop professionally.**

(Blanchard, Zigarmi, and Zigarmi, 1985)

On the basis of these assumptions, which are evident in DeTek, particular skill deficiency has little or no bearing on the performance potential of an individual; therefore, highly scrutinizing supervision practices can exist without humiliation for the teacher.

Professionalism (continued)

Collaborative communication, recognized as the **key** to effective supervision (Blanchard, Zigarmi, and Zigarmi, 1985), is another professional element of the DeTek system, which allows teachers to play a major role in their own evaluation (Andrews and Smith, 1989).

Flexibility

The framework of the DeTek evaluation system allows a for a great deal of flexibility during implementation. Most obviously, **teachers can select behaviors for improvement based on individual need, and, with the aid of the growth plan, can develop skills individually.** Many staff development programs are not individualized to this extent in that development opportunities are the same for all teachers, as in large group, required inservice programs.

The schedule, or **time-line for implementation** of DeTek is also flexible allowing teachers to maintain a balance between other obligations and professional growth. This is a great advantage which should result in meaningful, lasting effects on teaching behavior.

The unique feature which allows teacher and supervisor to agree that evidence of certain teaching behaviors is uncertain is a realistic answer to a common teacher evaluation problem. How can one observe a teacher for 45 min. and claim to be certain about all aspects of that teacher's ability? Providing for uncertainty expresses to the teacher that supervisors are trying to help them objectively, and not professing omniscience.

Formative Evaluation

True formative evaluation is a rare occurence in schools today. Teachers involved in a University of Texas program developed to study the effects of including a formative evaluation component in the Texas Teacher Appraisal System (TTAS), expressed reluctance to become involved, lack of understanding of the intent of formative evaluation, and distrust regarding the confidentiality of the data collected. After taking part in the program, the same teachers expressed enthusiasm about formative evaluation in general, motivation to continue professional growth, and most of all an appreciation for the opportunity the formative evaluation gave them to **feel valued** (Ovando, 1990).

Keys to Success

In a 1989 publication from the Association for Supervision and Curriculum Development (ASCD) entitled Instructional Leadership: How Principals Make a Difference, Wilma Smith and Richard Andrews outline five keys to successful supervision:

1) The Goal of Supervision is the Improvement of Instruction

2) Both the Process and the Product are Valued

3) Teachers must play a Major Role in their own Evaluation

4) Specified Criteria and Individual Performance Goals are the Basis for Evaluation

5) Both Formative and Summative Evaluative Processes are Necessary Components of Performance Evaluation

(Andrews and Smith, 1989)

Clearly, (1) - (4) of these "keys" are evident in the DeTek program, and they are great strengths. The fifth key, however, is not descriptive of DeTek due to the lack of a summative evaluation component, which leads to DeTek's limitations.

LIMITATIONS

Lack of a Summative Component

In Supervision for Today's Schools, Peter Oliva describes formative evaluation as a "process involving observation of the teacher's classroom performance for the purpose of helping the teacher improve instruction without the necessity for making personnel decisions" (Oliva, 1989). This definition of formative evaluation is applicable to DeTek. On the other hand, summative evaluation includes "administrative assessments based on data obtained both within and outside the classroom for purposes of making personnel decisions such as contract renewal, tenure, merit pay, teaching assignments, and placement on a career ladder" (Oliva, 1989). Clearly, both formative and summative evaluation play a role in teacher supervision.

In response to questions regarding why DeTek contains no summative element, Dr. Harris maintains that while both formative and summative evaluation are necessary for teacher supervision, they must remain "well insulated" to protect the teacher. Harris claims that if the summative evaluation is too closely linked to the formative evaluation, the benefits of the formative element will be jeopardized if not lost entirely (Harris, 1990).

While their is evidence to support this claim (Oliva, 1989), I feel that any attempt to "right the wrongs" of traditional teacher evaluation must directly face the delicate task of weaving formative and summative evaluation together in a comprehensive teacher evaluation program that will serve as a model of excellence.

Brief/Isolated Observations

The 45 minute classroom observation time block, which is common for teacher evaluation, does not always provide a supervisor adequate time to observe all of a teacher's performance skills. In Step 2. of the DeTek process the supervisor is directed to observe evidence of all twenty-two identified teaching behaviors, and in Step 5. the supervisor observes evidence of specific performance indicators chosen by the teacher. The problems that I see here are (1) teachers might not exhibit a certain indicator or behavior during a classroom observation although they are capable of doing so; (2) a teacher, knowing which indicator is being evaluated, may exhibit skill in that area during observation, but not utilize that skill on a regular basis; and (3) a teacher might not exhibit a particular skill during the observation time, but the supervisor has seen evidence of such skill in the past.

With its high degree of flexibility, the DeTek system can accommodate all of the concerns above, but perhaps an additional component outlining trouble-shooting techniques would benefit supervisors enountering such difficulties.

Limited Use

Although DeTek has been used by school districts throughout the United States and beyond, the fact remains that supervision is often perceived as summative evaluation only with little or no effort at formative evaluation (Oliva, 1989). Such is the case in Texas, where the state mandated teacher evaluation system claims to offer both formative and summative elements, but in reality is used only in the summative capacity. Efforts to educate everyone from legislators and superintendents, to principals and teachers about the benefits of formative evaluation, as well as techniques of linking the two types of evaluaiton together in an effective manner would not only increase the use of DeTek, but improve the state of teacher evaluation in this country.

The Texas Teacher Appraisal System

Due to the extensive familiarity with the Texas Teacher Appraisal System (TTAS) throughout Texas and the relative lack of familiarity with the DeTEK system, I have chosen not to describe the entire TTAS process in detail, but rather to compare the two systems given the preceeding information about DeTEK and our existing knowledge about the TTAS.

Similarities

Both DeTEK and the TTAS are based on sound research of identified teaching behaviors. Both involve a relationship between teacher and supervisor. Both include a conferencing element during which to share feedback. Both allow for 45 minute observations.

Differences

The differences between these two systems are far greater than the similarities. DeTEK was intended to improve teacher instruction, while the TTAS was intended to determine Career Ladder placement, direct staff development, and determine contract renewal (optional). DeTEK maintains a flexible schedule with an on-going cycle of formative evaluation conducted at the convenience of both teacher and supervisor and largely at the request of the teacher, while the TTAS maintains a fixed schedule, a fixed number of observations by a fixed number of supervisors who set the dates for observation with little regard to the teacher's desires. DeTEK is a collaborative effort between teacher and supervisor, while the TTAS observation is an event performed by the supervisor who rarely if ever even shares his notes with the teacher involved. DeTEK fosters professional growth through humanistic means, while the TTAS fosters fear of dismissal or denial of career ladder money through punitive means. DeTEK is a formative process, while the TTAS is a summative process.

Conclusion

Although both systems have advantages, I personally fing DeTEK far more attractive than the TTAS. One drawback to the DeTEK system is the large investment of time and personnel necessary to implement the model. This is the underlying problem with the TTAS model as well, in that the TTAS could be utilized for formative and summative evaluation if there were enough time and money to employ the personnel necessary. Unfortunately such funds are not presently available, therefore, DeTEK remains highly out of use and the TTAS remains a summative only system.

The other main reason that I prefer DeTEK over the TTAS is the professional, humanistic manner in which DeTEK attends to teachers. With the state of teacher preparation as it stands today, we simply must attempt to improve instruction of all teachers and we can only be effective in this goal if we approach teachers in a collabortive manner.

Perhaps a combination of DeTEK for formative evaluation and TTAS for summative evaluation is just right? ?

APPENDIX A

DETEK - Criteria List

(Harris and Hill, 1982)

TABLE 1
DeTEK Criteria List

Performance Area	*Behaviors and Indicators*
1. BUSINESSLIKE **The teacher is organized, systematic, goal oriented, and prepared.** The teacher performs in a variety of ways that clearly reflect planning, goal orientation, prioritization, and detailed consideration of relationships between purpose, activity, sequence, materials, delegation, time constraints, and space utilization. In essence, the teacher clearly knows what is intended and facilitates its realization.	1a. *Organizes classroom activities to produce a smooth flow of events with a minimum of confusion or waste of time.* 1a (1)—Gives clear, simple directions for shifting from one activity to another. 1a (2)—Initiates changes in activity for individuals who are ready while others are still busy with prior assignments. 1a (3)—Arranges all materials for easy distribution as needed during activity. 1a (4)—Makes prompt use of supplemental activities or plan modifications to assure full use of all available time. 1a (5)—Organizes and directs clerical and housekeeping chores to prevent waste of time by teacher and students. 1b. *Informs students of objectives, sequence of events, the rationale, and responsibilities well in advance of lesson or activity.* 1b (1)—Displays and/or verbalizes the planned sequence of events for the lesson or period. 1b (2)—Specifies objectives in clear, explicit terms before students are given directions, and refers to such objectives as needed for clarification and evaluation purposes. 1b (3)—Discusses the rationale for assignments in terms of objectives, course goals, and the realities of student life. 1b (4)—Defines student responsibilities, emphasizing expectations, growth, progress, excellence, and effort. 1c. *Delegates responsibilities to students, aides, and others in ways that keep them involved and conserve teacher time and energy for the most demanding responsibilities.* 1c (1)—Assigns routine clerical and housekeeping chores to students (and aides) on a scheduled basis, dispersing the workload and conserving time. 1c (2)—Arranges for students to work individually or in small groups, defining the responsibilities of all students. 1c (3)—Leads students in evaluating their own assignments, providing all necessary materials and directions to assure objectivity. 1c (4)—Stimulates students to seek assistance from other school personnel, parents, and others in conjunction with regular course assignments. 1d. *Paces activities to assure task accomplishment, arranging for assistance for those who need it to make progress and reach goals.* 1d (1)—Surveys the progress of students toward task accomplishment, and reminds students of time allocations, urging greater speed as needed. 1d (2)—Adjusts time frames to fit needs of students, allowing time, shifting to new activities more quickly, or rescheduling target dates. 1d (3)—Provides tutorial assistance or guides small groups to assist with task accomplishment on schedule. 1d (4)—Encourages and directs students in assisting each other to assure task completion.
2. FRIENDLY **The teacher is warm, empathetic, outgoing, positive, and personal.** The teacher displays warm, friendly, personal relationships with all pupils by emphasizing the positive, avoiding negativism, being accessible to students, considering their feelings and problems, recognizing differences in interests, abilities, and experiences. In essence, the teacher clearly regards every individual and the student group as persons who are likeable, worthy, interesting, and capable.	2a. *Speaks to students in positive, praising, encouraging ways.* 2a (1)—Acknowledges student comments or responses verbally without interrupting or reducing focus on the student. 2a (2)—Praises student efforts, using phrases, sentences, and tonal inflections which are meaningful to the student(s) involved. 2a (3)—Frees students from embarrassment by using reassuring and supportive statements. 2a (4)—Avoids giving negative reactions, criticisms, threats, sarcasm, etc. 2a (5)—Interacts personally with all students, balancing the attention given the more aggressive and the less aggressive students. 2b. *Expresses interest in individuals as persons over and above being students.* 2b (1)—Seeks out individual students and groups of students for informal personal contacts. 2b (2)—Encourages students to share thoughts and feelings, reflecting and clarifying in ways that help students assess the effectiveness of their behavior patterns.

Performance Area	Behaviors and Indicators
	2b (3)—Inquires about students' personal accomplishments or interests. 2b (4)—Assists students in defining realistic self-development goals.
	2c. *Reflects empathy, concern, and warm liking of students as related to both school and other aspects of life.* 2c (1)—Comments sympathetically on feelings of students. 2c (2)—Asks about and comments with acceptance on family and personal affairs. 2c (3)—Shares personal experiences. 2c (4)—Encourages students to recognize peer accomplishments. 2c (5)—Tells and listens to jokes, puns, or amusing incidents.
	2d. *Demonstrates interest and concern for students nonverbally in a variety of ways.* 2d (1)—Maintains eye contact with students when interacting verbally with them. 2d (2)—Listens attentively when students are talking or presenting. 2d (3)—Smiles openly, broadly, and frequently; and laughs freely when appropriate. 2d (4)—Moves close to students when assisting them, leaning, stooping, sitting, etc., as needed. 2d (5)—Uses with, and accepts from, students such physical contacts as handshakes, pats on the back, or embraces.
3. VERBALLY INTERACTIVE **The teacher listens, accepts, probes, questions, and encourages.** The teacher utilizes a variety of verbal interaction techniques to enhance clarity of communication, stimulate verbalizations by students, and provoke higher-level thought processes; and encourages students to relate talk, listening, and thinking to their various classroom learning experiences.	3a. *Communicates clearly and concisely.* 3a (1)—Gives directions or comments as needed to assure progress. 3a (2)—Avoids directions or comments which disrupt students and waste their time. 3a (3)—Uses a level of language students can understand.
	3b. *Encourages and guides student responses and teacher-student interactions.* 3b (1)—Gives and asks for information and suggestions. 3b (2)—Encourages alternative answers, rephrasing to suggest responses from different students. 3b (3)—Prompts, reflects, accepts disagreements, and waits extended periods of time for students' thoughts to emerge. 3b (4)—Listens thoughtfully to students' ideas, incorparating them into the lesson and recognizing their worth. 3b (5)—Utilizes activities which allow for a hign degree of student interaction—discussion, simulation, experiments, problem solving, games. inquiries.
	3c. *Utilizes a variety of questioning techniques which provoke different levels of thinking on the part of all students.* 3c (1)—Uses open-ended questions to stimulate discussion, probing in ways that keep the question open-ended and enhance student thinking. 3c (2)—Adjusts pace of questioning to allow periods of silence so all students may engage in higher-level thinking. 3c (3)—Uses an array of question types, ranging from simple recognition and recall to analysis, synthesis, and evaluation.
4. STIMULATING **The teacher is imaginative, stimulating, exciting, provocative, interesting, avoiding dull routine.** The teacher expresses interest in the subject matter and activities of the class. The teacher avoids dull routines in favor of many variations in procedures, materials, and activities. The teacher utilizes student interests.	4a. *Expresses interest, enthusiasm, and curiosity about subject matter and other events.* 4a (1)—Decorates or arranges the classroom in ways which reinforce the theme of the lesson or the subject. 4a (2)—Shares personal books, artifacts, experiences, reading, or other materials with the students. 4a (3)—Uses self-invented written materials, models, drawings, or processes. 4a (4)—Improvises furniture, objects, costumes, or sets to meet unique or spontaneous needs. 4a (5)—Raises questions about others' thoughts, opinions, or ideas in ways which reinforce the theme of the lesson or event. 4a (6)—Communicates excitement, surprise, wonder about lesson or ev by inflection and by varying speaking rate, gestures, and body mo ment. 4a (7)—Elaborates on subject matter by drawing from a personal knowledge base which is accurate, up-to-date, and of significant depth.

Performance Area	Behaviors and Indicators
	4b. *Uses a variety of styles, techniques, and approaches to present subject matter.* 4b (1)—Organizes subject matter presentations to show relationships between disciplines and connections of subject matter to the real world. 4b (2)—Uses shifts in sensory modes, levels of thinking, interaction styles, or in location of teacher/learners to keep the lesson flowing and student interest and attention high. 4b (3)—Models, and guides students in using, a wide array of higher cognitive operations, e.g., classifying, comparing, evaluating, inferring, generalizing, hypothesizing. 4b (4)—Plans and executes presentations which are surprising, out of the ordinary, and memorable, increasing active response of the students and motivating them toward further participation. 4b (5)—Sets up and provides resources for a wide variety of challenging learning acivities, e.g., inquiries, experiments, simulations, case studies, interviews, brainstorming.
	4c. *Draws upon students' interests and current events for content, illustrations, and applications within the classroom.* 4c (1)—Substitutes current problems, issues, or happenings of interest to students for those offered in commercial materials or texts, when doing so makes for lively and efficient learning. 4c (2)—Refers to up-to-date bulletin boards, exhibits, interest centers, newspapers, periodicals, books, or other selected sources of information. 4c (3)—Provides students with choices in topics for study, in activities, or in coworkers. 4c (4)—Encourages students to reveal their interests by facilitating such student-centered activities within the classroom as sharing books of particular interest, displaying artifacts, or talking about experiences or current issues. 4c (5)—Invites students to initiate projects, experiments, or other learning activities, assisting them directly when called upon.
	4d. *Responds spontaneously to unplanned events, using them as reinforcers or illustrations.* 4d (1)—Maintains a planned but flexible learning environment in which unplanned events can emerge. 4d (2)—Cues students that the event is important by recognizing the event and calling attention to it. 4d (3)—Guides students in relating the event to past, present, or future learning, tying the event to specific learnings, materials, or processes. 4d (4)—Introduces extension activities as a followup to the event when doing so aids significantly in accomplishing the learning objectives set up prior to the event's occurrence.
5. INDIVIDUAL ORIENTED **The teacher treats each individual as a unique learner.** The teacher makes learning different for individuals in many ways. Intraclass groupings are utilized routinely, as well as for special occasions, along with total group instruction. Assignments are routinely differentiated to provide for individual needs with respect to objectives, time allocations, and mode of learning. Materials assigned for use are varied. Individual students are provided freedom to pursue learning tasks differently, to progress more rapidly, and to go beyond basic requirements. Teachers and students are both tutors in formal one-to-one relationships.	5a. *Collects, organizes, and analyzes diagnostic data about individual students' current learning needs.* 5a (1)—Develops and administers tests and other evaluative procedures which are diagnostically scored to indicate what individuals *have* learned and what they *need* to learn. 5a (2)—Observes students' learning styles, recording individuals' rates of learning and use of time and their preferred study skills, sensory modes, and working relationships. 5a (3)—Maintains cumulative profiles of individuals' learning behaviors, highlighting those needs which *can* and *will* be met through the school program.
	5b. *Plans an instructional program which meets the unique needs and learning styles of individual students.* 5b (1)—Uses diagnostic information about individuals' current needs in lesson planning. 5b (2)—Departs from standard curricular expectations to respond more directly to urgent individual needs. 5b (3)—Differentiates experiences by providing objectives, varied assignments, materials, activities, working relationships, time on task, and teacher assistance tailored to the needs of individual students. 5b (4)—Organizes materials and resources for student use so that individual learners have what they need when they need it.

Performance Area	Behaviors and Indicators
	5c. *Directs instruction in response to the unique needs and learning styles of individual students.*
	5c (1)—Guides the work of student groups whose membership, tasks, location, and size change periodically in response to individual learning needs.
	5c (2)—Provides for and processes feedback to and from individuals about class activities and homework assignments, adjusting instructional modes, materials, or time on task if needed.
	5c (3)—Encourages individual initiative in pursuing learning, reinforcing such actions as seeking help from other students, bringing materials from home, moving about the room to get resources, going to the library independently, or suggesting alternatives.
	5d. *Responds to individuals in ways that assist them in accomplishing their objectives.*
	5d (1)—Encourages and guides students in finding their own "best" way of learning.
	5d (2)—Makes self available to individual students and groups, conferring during independent study time, arranging for peer tutoring, reteaching, checking to see work is done correctly, or clarifying.
	5d (3)—Recognizes and responds positively to efforts and approximate performance of learning objectives.
	5d (4)—Grades papers and projects with diagnostic notations clearly indicating strengths and needs of students.
	5d (5)—Leads students in checking and correcting their own work diagnostically.
	5d (6)—Discusses graded work with individual students and small groups, assuring their recognition of ways of improving performance or overcoming difficulties.
	5d (7)—Shares diagnostic profile data with individual students, helping them to set specific, realistic learning objectives.
6. MULTI-MEDIA INTEGRATIVE **The teacher provides, through diverse media, for visualization, dramatization, demonstration, manipulation, reading, and listening.**	6a. *Uses a variety of audio-visual and manipulative aids regularly as integral parts of lessons and assignments.*
	6a (1)—Utilizes print materials which are illustrated and colorful.
	6a (2)—Uses chalkboards, charts, bulletin boards, displays, photographs, posters, slides, and transparencies to portray content visually.
	6a (3)—Makes audio materials such as records and tapes a regular part of lessons.
	6a (4)—Incorporates audio-visual materials such as television, videotape, sound film, etc., regularly in lessons.
	6a (5)—Provides manipulative experiences through games, puzzles, clay, painting, drawing, construction, etc.
	6b. *Involves students actively and regularly in such multi-sensory experiences as dramatizations, verbal interactions, games, drawings, and field studies.*
	6b (1)—Directs students in using role-plays or socio-dramas in connection with their assignments.
	6b (2)—Structures discussion groups to provide extended opportunities for students to verbalize and share knowledge with each other.
	6b (3)—Encourages students to illustrate learning in graphic or artistic forms.
	6b (4)—Utilizes games in ways which stimulate interest and participation without excessive competition.
	6b (5)—Provides for out-of-classroom learning in school and community settings.
	6b (6)—Arranges for laboratory experiments, special projects, or action research studies as a part of regular assignments.
	6c. *Participates with students in multi-media, multi-sensory activities—demonstrating, helping, and extending learning.*
	6c (1)—Utilizes teacher-made as well as commercial and student-made materials in the classroom.
	6c (2)—Serves as participant as well as leader or observer in role-playing, discussion, or game activities.
	6c (3)—Demonstrates and helps students understand ways of using mul media.
	6c (4)—Introduces multi-media carefully to assure student awareness of their purpose in the lessons.
	6c (5)—Follows use of multi-media/sensory activities with discussion, testing, or other planned activity.

APPENDIX B

DETEK - Ten Step Process

PHASE	STEP	INSTRUMENT
One **Prediagnostic Survey**	1. Self- Analysis	I. Teacher Performance Screening Inventory
	2. Classroom Observation	Comprehensive Observaiton of Performance (CO - op)
	3. Conference	I. Classroom Observer Report
Two **Focused Diagnostic Analysis**	4. Self-Analysis	II. Teacher Behavior Self Report
	5. Classroom Observation	III. Classroom Observer Report
	6. Student Reports	IV. Supplemental Student Report
	7. Diagnostic Analysis Conference	V. Diagnostic Analysis Worksheet
Three **Growth Planning**	8. Conference	VI. Professional Growth Plan
Four **Improvement & Review Dialog**	9. Implementation of Growth Plan	
	10. Certification of Acomplishments; Identification of Additional Needs	

APPENDIX C

DETEK - Ten-Step Cycle

(Harris and Hill, 1982)

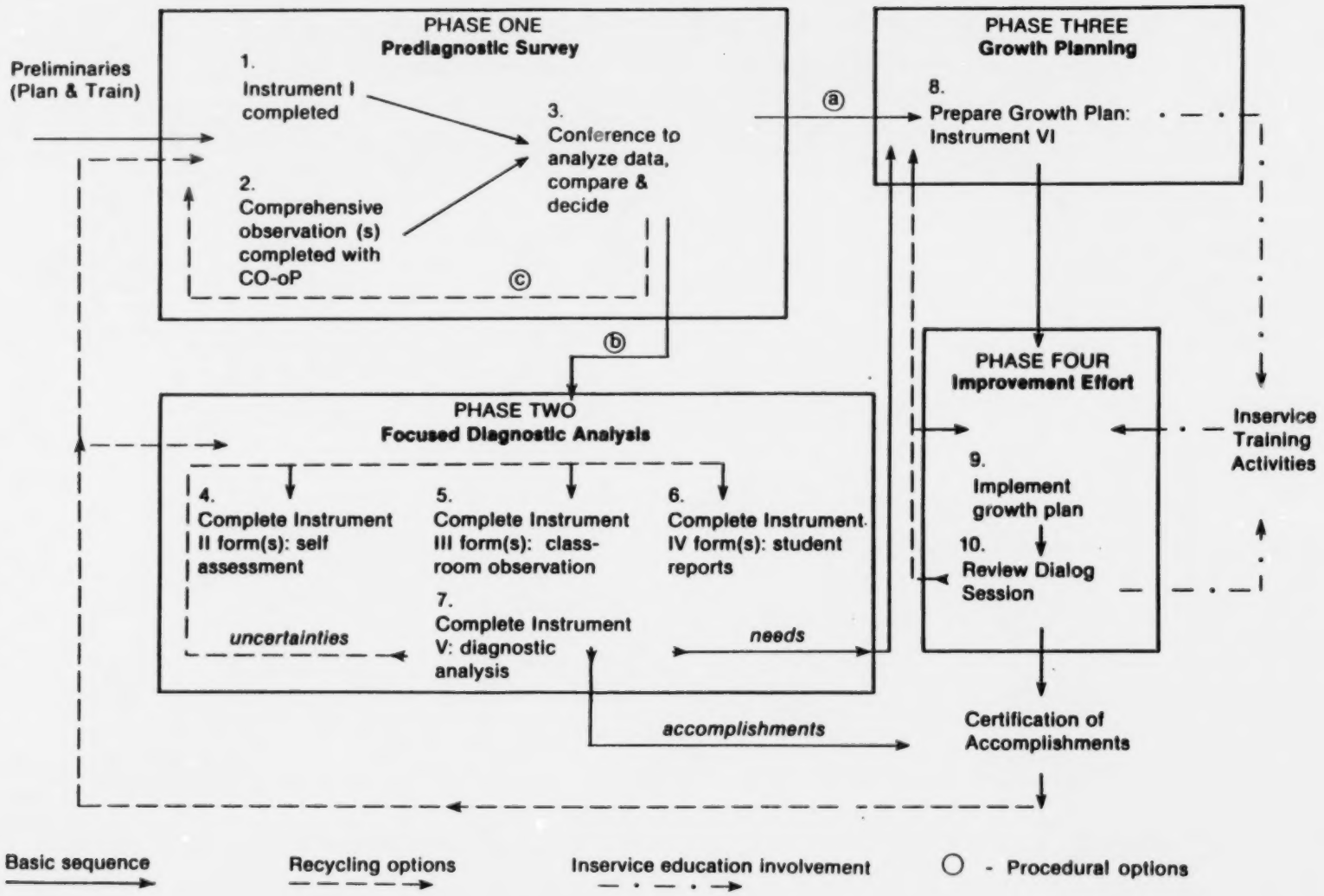

FIGURE 2.2. *The DeTEK ten-step sequence. Through recycling, developmental evaluation becomes an ongoing process. Options a, b, and c at step 3 are discussed in the text.*

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The initial phase of the DeTEK process involves three steps:

The Procedures

Phase One: Prediagnostic Survey

Step 1: The completion of Instrument I (*Teacher Performance Screening Inventory*) by the individual teacher as a self-analysis survey of classroom instructional practices.

Step 2: A classroom observation of the teacher by the teacher's collaborator(s) (principal, supervisor, chairperson), using the *Comprehensive Observation of Performance* (CO-oP) instrument.

Step 3: A conference between the teacher and principal (and other collaborators, if desired), in which the Instrument I data and the CO-oP data are compared and analyzed.

The analysis of the data will lead the teacher and principal, in collaboration, to choose one of the following three options as the basis for continuation:

a. *Proceed directly to growth planning* (step 8). This decision is logical when the teacher and principal enthusiastically agree that the data clearly reveal a specific need.

b. *Proceed to focused diagnostic analysis of one to three selected behaviors.* This decision is logical when the teacher and principal agree on a need but feel that further analysis is warranted.

c. *Recycle to step 2 for further observations by the principal and others.* This decision is logical when the teacher and principal do not agree on a focus. Recycling gives the observer(s) the opportunity to become more familiar with the teacher's classroom performance and provides the teacher with the opportunity to review, and possibly to revise, his or her responses on Instrument I.

Option *a* is most appropriate for beginning or newly assigned teachers with obvious problems that need urgent attention. Option *b* is generally selected with teachers who are performing quite adequately but who can profit from careful, focused, diagnostic analysis. (*Special note*: Option *a* greatly simplifies the use of DeTEK and is sometimes used with many teachers when a school is first starting to implement the system. Because option *a* eliminates the entire diagnostic process, its use also reduces the initial workload of the collaborators.)

Phase Two: Focused Diagnostic Analysis

The focused diagnostic process includes steps 4–7 and makes use of instruments II–V. The overall procedure in many ways resembles that used in steps 1–3 but employs three sets of data to analyze in depth each of the one to three specific behaviors agreed upon in the step 3 conference (see above, Option *b*).

Step 4: The completion by the individual teacher of the part(s) of Instrument II (*Teacher Behavior Self-Report*) appropriate to the behavior(s) selected in step 3. Instrument II, like Instrument I, is a teacher self-analysis instrument, but is used to determine the teacher's perception of the relative presence or absence of each of the indicators of the behavior(s) in focus.

Step 5: The completion by the classroom observer (collaborating principal or supervisor) of the part(s) of Instrument III (*Classroom Observer*

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